



Remediation Early Identification and Intervention Guidance under HEA 1005-2013

To be adopted by the Indiana State Board of Education

The State Board of Education is directed to adopt guidance. This document will serve as *interim guidance* to be effective for SY 13-14 starting July 1, 2013. This guidance is in effect until the interim study is complete.

What student indicators will be used?

The statute directs that these guidelines must include indicators to assist school personnel in determining whether a student may be in need of supplemental instruction or remediation to minimize the student's need for remedial course work at a postsecondary educational institution or workforce training program.

The primary indicator that the student will likely need remediation at the postsecondary level is failure of the initial end-of-course assessment in the 10th grade year.

○ *ECA Failure Data – 10th Grade Year- Based on 2011-2012 Data*

	<i>2nd Time Test Takers</i>
<i>Algebra 1</i>	<i>4756</i>
<i>ELA</i>	<i>203</i>

Further, IC 20-30-4-6, as amended by HEA 1005-2013, specifies that a student who is not progressing toward fulfillment of the student's graduation plan due to not passing the ECA shall have a meeting with the counselor, parents, and teacher of the subject to discuss available remediation and plan to meet the graduation requirements. Utilizing the existing RtI, (Response to Instruction) system, an expectation of on-going family communication is imperative, therefore. If a student fails an ECA and does not have a written RtI plan in place then one will be initiated, including communication with the parent with regards to the plan for intervention and graduation requirements.

If a student who is already on an individualized written RtI plan fails an ECA exam, then the school will organize a meeting with the student, teacher, family and counselor to discuss possible revisions to the RtI plan.



Who determines student participation in the readiness exam?

The statute directs that guidelines must include a description of the school official who may make a determination to assess a student for remediation early intervention. The official who makes the determination must follow the indicators listed in the above section when making the determination.

The school will designate personnel who will make such determination. This person will have access to student data and have full knowledge of individual student needs and be involved in the development of the RtI plan.

What constitutes a readiness exam?

The current high school indicators accepted by the State Board of Education being used for career and college readiness are ECA, PSAT, in addition to IDOE supported assessments of Acuity and Accuplacer in pilot schools.

When should the readiness exam be administered?

During the interim guidance period, students going into the 11th grade in the fall of 2013/2014 who had 2 ECA failures in the 10th grade year will be given the Accuplacer exam as part of an extension of the pilot program.

What threshold on the readiness exam qualifies the student for the support program?

All students who take the Accuplacer exam must have an RtI plan to be used as a tool for monitoring remediation and ongoing progress.



Interim Period Study

During the interim the Department of Education will continue collaboration with the CHE, the DWD and the Education Roundtable to study the following:

- Implementation levels of the statewide system of RtI (Response to Instruction) support for students in the K-12 system with an emphasis on secondary.
- Systems of early warning indicators that can inform the RtI process.
- Examine best practices to provide remediation.
- Math pathways and high school credit structures with regards to math course offerings.
- Best practices for counseling/mentoring supports for middle school and high school students.
- Admissions standards, remediation evaluations and threshold scores used by each institution (public and private) that offers remediation at the post-secondary level, which are currently being altered.
- Resources that the schools may need to reallocate to meet the remedial needs of their students.
- Results of the study of predictors for college readiness, using linked IDOE and CHE data being conducted by the American Institutes of Research on behalf of CHE.
- Statewide description of college and career readiness.
- Academic standards and aligned assessments that can evaluate student performance under those standards (after the review required by HEA 1427-2013).
- Results of the 2012-13 pilot of the Accuplacer exam and subsequent remediation efforts in the 2012-2013 school year.
- Results at the end of the 2013-2014 school year of the proposed extension of pilot based on second time failures of exam by current 2012/2013 10th graders. They will be given the Accuplacer upon return to school in fall 2013 and a follow up exam in spring of 2014 to measure RtI impact.

Findings will be shared with the State Board of Education by the Department before final guidance is approved by the Board.